



Arizona Ready

**Legislative Update – Major Education Bills
February 26, 2013**

Overview

- ▶ More than 150 education bills introduced
 - ▶ Approximately 50 education bills still progressing
 - ▶ Additional education bills may show up as amendments
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Major Ed. Bills that Impact AZ Ready

- ▶ SB 1204 – CHARTER SCHOOLS; APPLICATIONS; RENEWALS; REVOCATIONS
 - ▶ SB 1444 – SCHOOLS; PERFORMANCE FUNDING
 - ▶ HB 2047 – PUPIL ASSESSMENT; AIMS TRANSITION
 - ▶ HB 2488 – 200 DAY SCHOOL CALENDAR; FUNDING
 - ▶ HB 2500 – SCHOOLS; TEACHER EVALUATIONS; DISMISSALS
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SB 1204 – CHARTER SCHOOLS; APPLICATIONS; RENEWALS; REVOCATIONS

- ▶ Sponsor(s) – Sen. Yee
- ▶ Bill History – Passed out of the Senate on 2/11/13 with 29 Ayes, 1 Not Voting. Referred to House Education
- ▶ Major Provisions
 - Make various changes to statute relating to charter school establishment, renewal, and revocation
 - Allow a charter sponsor to revoke the charter from a school if that school has not made sufficient progress towards academic or operational performance expectations
 - Exempt the State Board for Charter Schools from rule-making requirements for two years to allow the Board to charge a fee on new charter applicants

SB 1444 – SCHOOLS; PERFORMANCE FUNDING

- ▶ Sponsor(s) – Sen. Yee, Rep. Boyer, Rep. Carter, Sen. Crandell, Rep. Goodale
- ▶ Bill History – Passed out of Senate Education Committee on 2/21/13 with 7 Ayes, 2 Nays
- ▶ Major Provisions
 - Create a K–12 Performance Funding Allocation as part of the Equalization Base
 - Stipulate that performance funding would consist of the an Achievement Payment plus an Improvement Payment minus a Reallocation Amount
 - Require ADE to provide recommendations for legislative consideration for FY 2016 to fairly and accurately transition performance funding from AIMS to PARCC

HB 2047 – PUPIL ASSESSMENT; AIMS TRANSITION

- ▶ Sponsor(s) – Rep. Goodale, Rep. Boyer
 - ▶ Bill History – Passed out of the House on 2/5/13 with 50 Ayes, 9 Nays, 1 Not Voting. Assigned to Senate Education and Senate Government & Environment
 - ▶ Major Provisions
 - Replace statutory references to AIMS with “a competency test adopted by the State Board of Education” (SBE)
 - Eliminate the requirement for a Norm-Referenced Test (PARCC will allow for state-by-state comparisons)
 - Eliminate the requirement to pass the state assessment in order to graduate for the class of 2017 and beyond, and instead allow the SBE to require the incorporation of PARCC test results in high school courses required for graduation
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HB 2488 – 200 DAY SCHOOL CALENDAR; FUNDING

- ▶ Sponsor(s) – Rep. Boyer, Rep. Carter, Rep. Coleman, Rep. Goodale, Rep. Lesko, Rep. Orr, Rep. Thorpe, Rep. Townsend, Sen. Yee
- ▶ Bill History – Passed out of House Appropriations on 2/20/13 with 11 Ayes, 0 Nays
- ▶ Major Provisions
 - Allow a school district or charter holder that elects to provide 200 days of instruction (rather than 180 days) to increase its base level by eight percent, increased from five percent
 - Allow D or F schools that elect to provide 200 days of instruction to receive an increase in the base level by eight percent if each school has incorporated the 200 days of instruction in its improvement plan
 - Stipulate that LEAs/schools must notify ADE by November 1 in the preceding fiscal year to qualify for this funding

HB 2500 – SCHOOLS; TEACHER EVALUATIONS; DISMISSALS

- ▶ Sponsor(s) – Rep. Goodale, Rep. Borrelli, Rep. Boyer, Rep. Brophy McGee, Rep. Carter, Rep. Coleman, Rep. Gray, Rep. Meyer, Rep. Miranda, Rep. Orr, Rep. J. Pierce, Rep. Pratt, Rep. Stevens
- ▶ Bill History – Passed out of House Education on 2/11/13 with 7 Ayes, 1 Nay, 1 Not Voting
- ▶ Major Provisions
 - Allow districts to use multiple years of data to show positive and negative trends in student achievement
 - Let districts have a more stringent definition of "inadequate classroom performance"
 - Allow teachers on a performance improvement plan time to show improvement but require they must maintain their current performance on areas that are adequate, while at the same time improve deficiencies
 - Permit districts to observe highly effective and effective teachers once (instead of twice), unless the teacher requests a second observation, so that evaluators can focus on helping struggling teachers